



**Released Items**  
**from the**  
**HST in Social Studies Assessment**



**Please Note:** This file is a “place holder” for a more extensive and up-to-date document. The new document will contain a complete set of student responses with full explanations of the scoring.

Michigan Educational Assessment Program  
January 2000

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**Economics**

**Directions:** Read the following passage and chart. Use them with what you already know to answer the questions that follow.

**COMPARATIVE ADVANTAGE**

Trade between nations takes place for fundamentally the same reasons as trade takes place between individuals. One reason that we choose to buy many goods and services from others is simply because they can produce them more efficiently and inexpensively.

Consider a global economy of only two countries, A and B. Each makes two goods, radios and shoes. Each has 100 workers, and no other input is required for production. The following table represents the production possibilities in each country. For instance, Country A can either produce 100 radios, 100 pairs of shoes, or some combination thereof.

**Comparative Advantage**

	Before trade		Production possibilities	
Country	Radios	Shoes (pairs)	Radios	Shoes (pairs)
A	70	30	100	100
B	20	30	30	90

**41** What is the opportunity cost of producing one radio in Country B?

- A** 0.33 pair of shoes
- B** 1 pair of shoes
- C** 3 pairs of shoes
- D** 3.33 pairs of shoes

**42** Which of the following would be a comparative advantage for Country A?

- A** Export both shoes and radios
- B** Export radios and import shoes
- C** Export shoes and import radios
- D** Import both shoes and radios

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**Economics**

- 43** If the two countries are willing to trade, what might each country export?
- A** Country B is better off without trade.
  - B** Country A will export both shoes and radios.
  - C** Country A will export radios, and Country B will export shoes.
  - D** Country B will export radios, and Country A will export shoes.
- 44** How would the imposition of a tariff on radios by Country B affect the exchange?
- A** Country A would sell fewer radios.
  - B** Country B would produce fewer radios.
  - C** Country A would increase its absolute advantage in shoes.
  - D** Country B would decrease its comparative advantage in radios.
- 45** What would be one probable immediate result if the exchange rate of Country A's currency falls in relation to Country B's currency?
- A** More shoes would be produced in Country A.
  - B** More radios would be produced in Country B.
  - C** More of Country B's radios would be bought by Country A.
  - D** More of Country A's shoes would be bought by Country B.

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**Civics**

**Directions:** You should take about 5 minutes to read the following passage and use it with what you already know to complete this task.

**PURPOSES OF GOVERNMENT**

The federal government was created to fulfill many purposes, including to “establish Justice.” The government creates many policies to serve this purpose. One of them, Affirmative Action, seeks to change the effects of past discrimination by gender and race in areas such as employment and educational opportunity.

- 35** On the lines provided for this item in the answer booklet, state your position on whether or not Affirmative Action has been effective in establishing justice. Give one reason that explains your position.
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**PLEASE WRITE YOUR ANSWER  
IN THE APPROPRIATE PLACE IN  
THE ANSWER BOOKLET.**

**ANYTHING WRITTEN IN THIS  
AREA WILL NOT BE SCORED.**

## Part Two: Social Studies

## Civics

- 25 (A) (B) (C) (D)  
26 (A) (B) (C) (D)  
27 (A) (B) (C) (D)  
28 (A) (B) (C) (D)  
29 (A) (B) (C) (D)

- 30 (A) (B) (C) (D)  
31 (A) (B) (C) (D)  
32 (A) (B) (C) (D)  
33 (A) (B) (C) (D)  
34 (A) (B) (C) (D)

- 35 Statement of position on whether or not Affirmative Action has been effective in establishing justice.

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One reason that explains my position:

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## MEAP Social Studies - Grade 11 Constructed Response

## SCORING GUIDE

## Civics

## “PURPOSES OF GOVERNMENT”

A 2-point response states a position and provides a reason that adequately explains that position.

Examples:

## AGREE

- 1) Helped those that were discriminated against in the past.
- 2) Gave people without power a chance to succeed.
- 3) Ensured a more level playing field in job competition.
- 4) Made access to higher education equal for all people.

## DISAGREE

- 1) Gave an unfair advantage to people just because of race.
- 2) Was unjust towards deserving people.
- 3) Designed to deal with policies that no longer exist.

A 1-point response states a position and provides an acceptable reason, but contains historical inaccuracies that detract from the overall quality of the response, OR states a position and attempts to support that position, but the support is too general and/or vague to demonstrate full understanding.

A 0-point response states a position but does not provide an acceptable reason in support of that position.

## SAMPLE RESPONSES

Affirmative Action has been effective in establishing justice. Because of this blacks attend schools with whites, and gays are still able to enlist in the armed forces.

A reason to explain my view is Brown vs. Topeka school board. Because of the constitutions contents the court ruled that segregating schools was unconstitutional.

Score = 1 This response states a position and provides an acceptable reason in support of that position (gays are able to enlist in the armed forces), but the inclusion of information that is irrelevant to the time period (Brown vs. Board of Education) detracts from the overall quality of the response.

No, I think it giver minorities an unfair advantage over caucasians.

Today, Affirmative Action is all about color. When it is supposed to be equalling the rights for minorities, it is really letting them slack off but still get some rights. There was one case that I heard about that a black girl got a lower score than a white girl, yet the black girl got accepted into college because of affirmative action. I disagree with prejudice, but I think that you should get equal rights and rewards for everyone.

score = 2 This response states a position and provides a reason that adequately explains that position (affirmative action does not provide equal rights and rewards).

I feel Affirmative Action has been effective in establishing justice.

The reasoning behind this position is that ever since the beginning of the century the problems with discrimination and racism have gotten better. Yes, some times this type of stuff does happen, but we can't stop everybody.

score = 1 In this response the connection to issues of discrimination and racism have been establish to support the position taken. The time frame used and the vagueness of the response resulted in partial credit.

I think the Affirmative Action has helped establish equality and justice.

In cases of college, these laws allow many people of both sexes and all races to receive the educational equality they deserve. It also allows schools to be more diverse which usually more interesting than not.

score = 2 This response makes a specific reference to a situation where Affirmative Action was intended to establish justice. This example was used to support the position taken, and therefore received full credit.



**Inquiry and Decision Making**

**Directions:** Read the following hypothetical information about a public policy issue. Use it with what you already know to complete the tasks that follow. You should take about 20 minutes to complete both Task I and Task II. Task I is a selected-response item and Task II is an extended-response item.

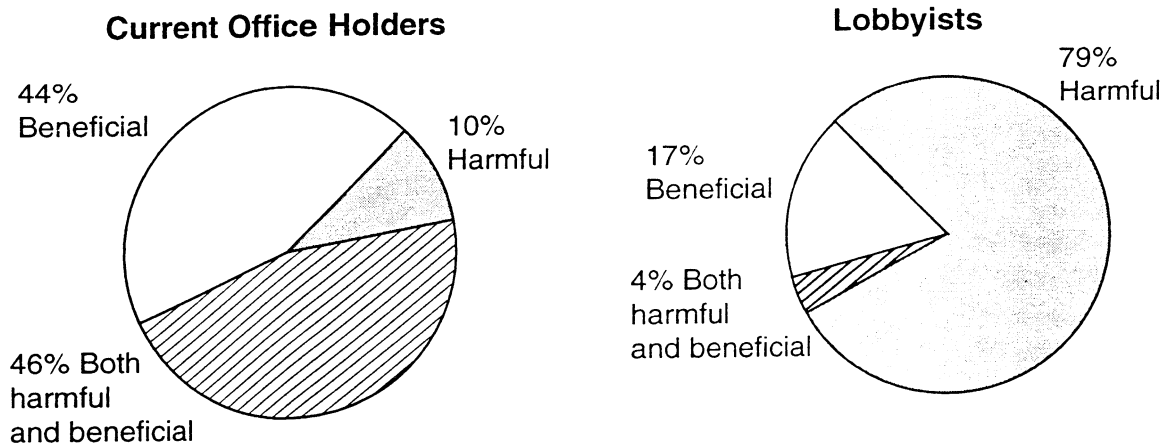
**THE ROLE OF POLITICAL ACTION COMMITTEES**

A political action committee (PAC) is a group of like-minded people who join together to influence the political process. Each PAC can contribute up to \$5,000 per candidate per year and can contribute to an unlimited number of candidates. Some people think PACs are harmful to the American political process; others consider them beneficial.

**DATA SECTION**

A national poll was taken on the role of PACs in the American political process. Below are some of the results.

**Part A** Responses from current holders of political offices at the state and national levels and lobbyists to the question, "What role do PACs play in the American political process?"

**Poll Results**

## Inquiry and Decision Making

## DATA SECTION (continued)

Part  
BContributions of PACs to Political Candidates  
(millions of dollars)

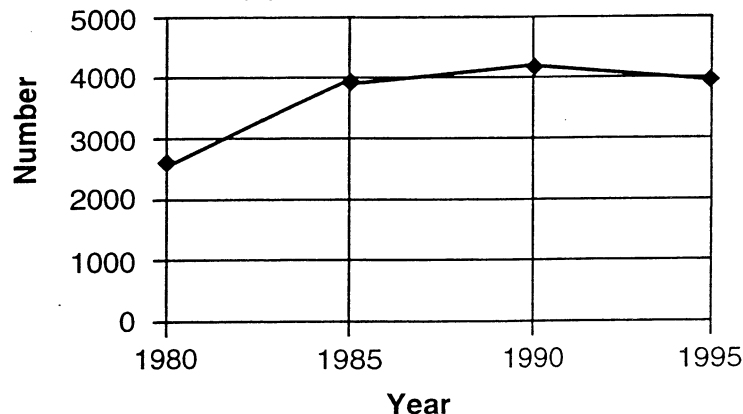
1989–1990	1991–1992	1993–1994	1995–1996
\$159.1	\$188.9	\$189.6	\$191.4

Number of People Who Made Contributions to PACs  
(millions)

1989–1990	1991–1992	1993–1994	1995–1996
1.82	1.73	1.70	1.68

Part  
C

## Political Action Committees



## COMPLETE THE FOLLOWING TASKS:

## Task I: Interpreting Information

- 23 Study the information in the Data Section. Which of the following statements best describes the *relationship* between **the number of people who make contributions to PACs** and **the amount of money PACs give to political candidates**? Be sure to mark your answer in the answer booklet.

- A The amount of money PACs give to political candidates increases as the number of people who make contributions to PACs increases.
- B The amount of money PACs give to political candidates increases as the number of people who make contributions to PACs decreases.
- C The more money PACs give to political candidates, the more people tend to regard PACs as harmful to the American political process.
- D The less money PACs give to political candidates, the more people tend to regard PACs as harmful to the American political process.

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## **Inquiry and Decision Making**

### **Task II: Taking a Stand**

- 24** You will now take a stand on the following issue: **Should PACs be prohibited from operating in the American political system?** You may either support or oppose PACs. Write a letter to your United States senator. Use information to provide reasons that support your position.

You will be graded on the following criteria, so be sure your letter includes each of the elements listed below:

- A clear and supported statement of your position
- Supporting information using core democratic values of American constitutional democracy
- Supporting knowledge from history, geography, civics, or economics that you already know  
(It is not enough to state only your opinion.)
- Supporting information from the Data Section
- An alternative view and explanation why the alternative position would be a less effective public policy

*Remember to:* Use complete sentences.  
Explain your reasons in detail.  
Write or print neatly on the lines provided  
in the answer booklet.

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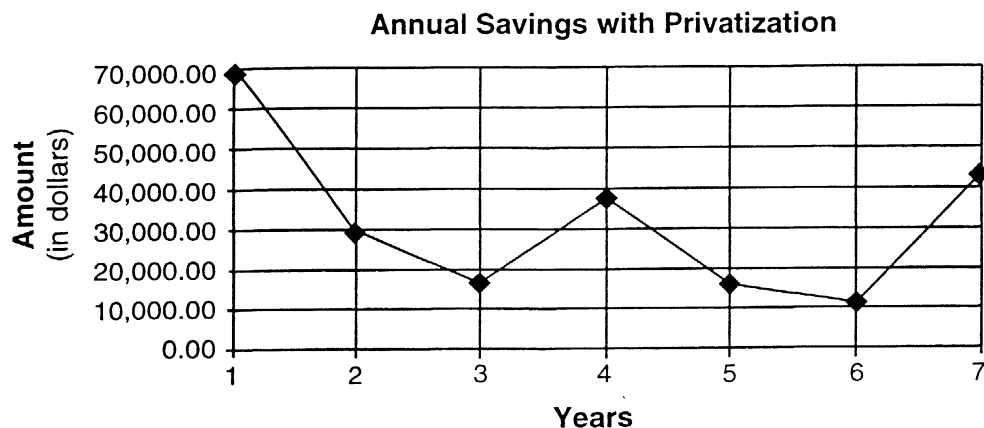
**PLEASE WRITE YOUR ANSWER  
IN THE APPROPRIATE PLACE IN  
THE ANSWER BOOKLET.**

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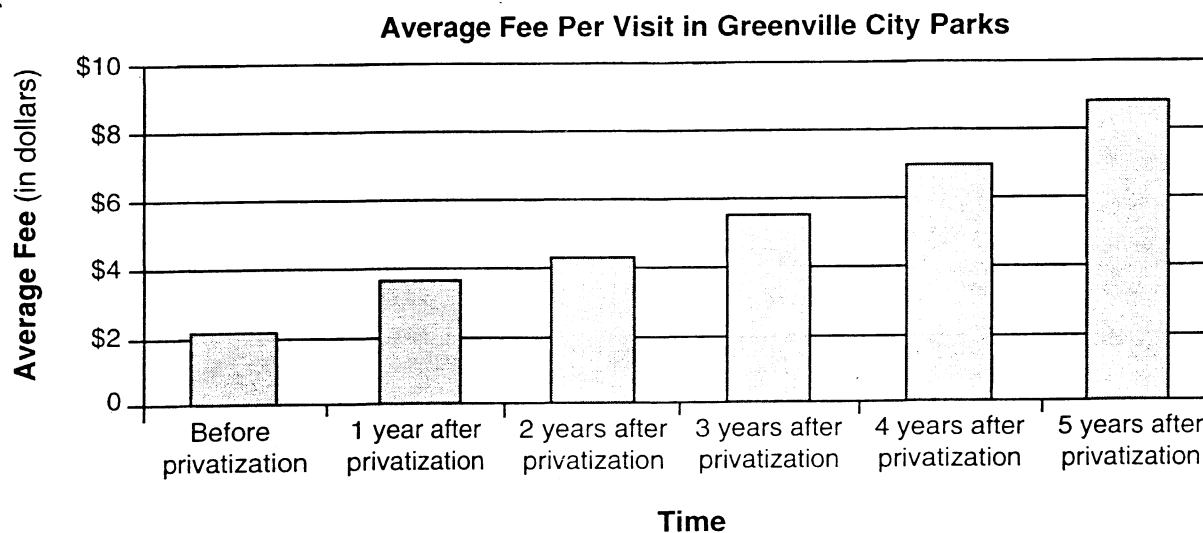
## Inquiry and Decision Making

## DATA SECTION (continued)

- Part B** Greenville has had a program of privatization similar to the one under consideration by the city council. Their program has been in operation for seven years. Below is a graph showing the savings the city has made during that time.



- Part C** Cost of using city parks:



## COMPLETE THE FOLLOWING TASKS:

## Task I: Interpreting Information

- 47** Study the information in the Data Section. Which of the following statements best describes the *relationship* between **privatization** and **fees for using the parks**? Be sure to mark your answer in the answer booklet.
- A** People are less likely to support privatization as fees for using the parks increase.
  - B** As park fees increase, the city saves more money with privatization.
  - C** Increasing fees for using city parks causes increased support for privatization.
  - D** Fees for using city parks tend to increase the longer privatization is in effect.

## PART THREE: SCORING

### HOLISTIC FEATURE SCORING OF CIVIC WRITING: GRADE 11

Points	Description
4	<p>In order to receive a 4-point score, the response must</p> <ul style="list-style-type: none"> <li>• give a <b>clearly stated position</b> on the issue</li> <li>• provide one (or more) piece of accurate, valid, and relevant <b>supporting information from the Data Section</b></li> <li>• provide one (or more) statement of accurate, relevant, and important <b>supporting knowledge from history, geography, civics, or economics</b> that comes from the student's prior knowledge (information other than that supplied by the Data Section or a core democratic value of American constitutional democracy)</li> <li>• provide at least one supporting point that is based on the <b>core democratic values of American constitutional democracy</b></li> <li>• provide one reason that <b>acknowledges an opposing viewpoint</b> and refutes that position on the issue</li> </ul>
3	<p>In order to receive a 3-point score, the response must</p> <ul style="list-style-type: none"> <li>• give a <b>clearly stated position</b> on the issue</li> <li>• provide at least one supporting point that is based on the <b>core democratic values of American constitutional democracy</b></li> <li>• contains 2 of the remaining 3 elements</li> </ul>
2	<p>In order to receive a 2-point score, the response must</p> <ul style="list-style-type: none"> <li>• give a <b>clearly stated position</b> on the issue</li> <li>• contains 1 or 2 of the 4 remaining elements</li> </ul>
1	<p>In order to receive a 1-point score, the response must</p> <ul style="list-style-type: none"> <li>• give a <b>clearly stated position</b> on the issue</li> </ul>
0	<p>Response shows no evidence of any elements, or no clearly stated position is found.</p>

NOTE: The supporting points used by the student must be explained in enough detail to show a clear connection to the position taken in order to receive credit.